

INTEGRATED EDUCATION FOR DISABLED CHILDREN (IEDC) IN MIZORAM



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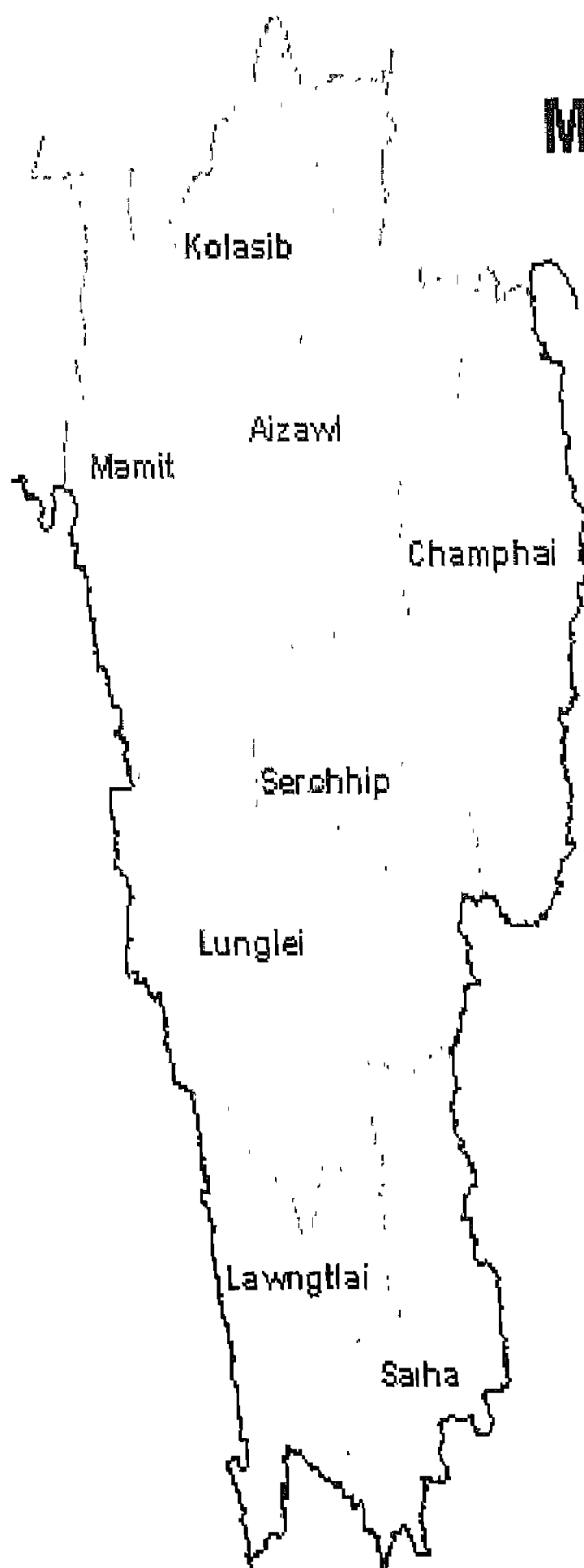
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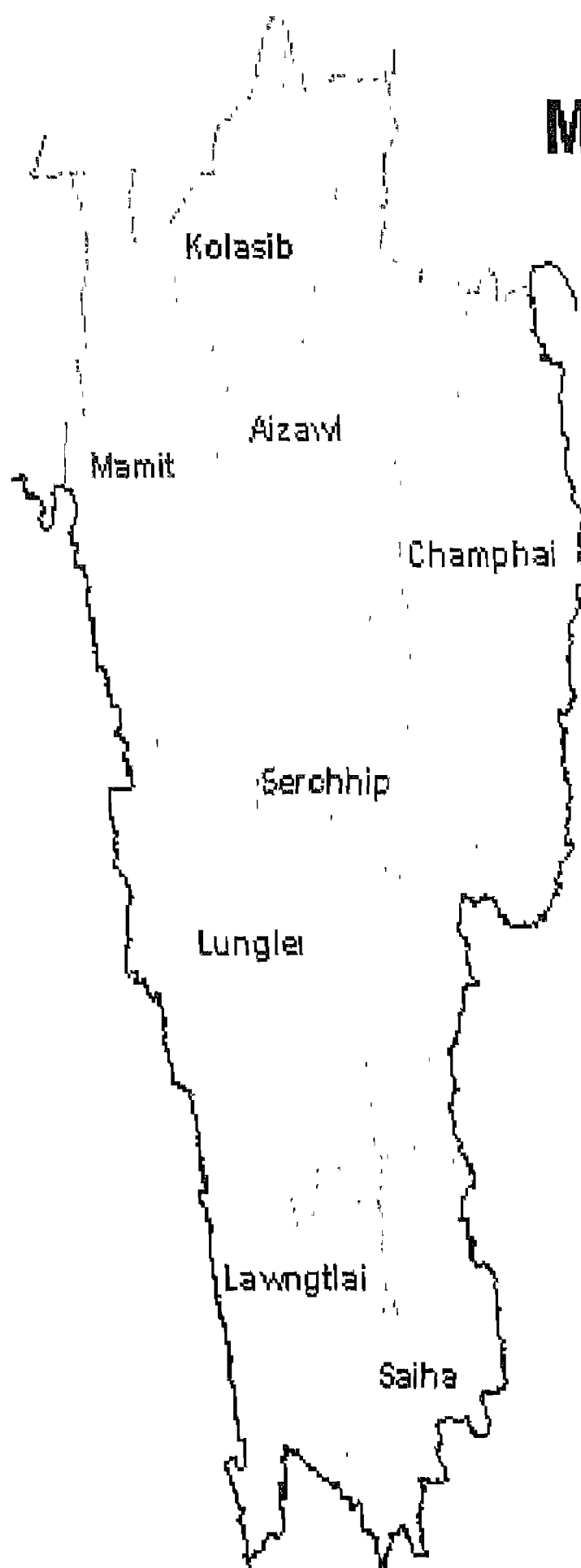
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MIZORAM 2001



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Integrated Education for Disabled Children (IEDC) in Mizoram

IEDC at a Glance in Mizoram State:

Mizoram is situated in the North Eastern region of our country. It is sandwiched between Burma on the east and Bangladesh to the west. Administrately Mizoram is a part of western Himalaya. Mizoram got the statehood in 1987. It was one of the districts of old Assam state till 1972. During the 1972-87 it had the status of union territory under the administration of Govt. of India. Mizoram is one of the low population states of India. The total population of Mizoram is .7 million. Aizwal is the capital OF Mizoram. It is second in literacy rate after Kerala. It has 8 districts and 22 blocks. All the 8 districts have been covered for the evaluation study of IEDC. Only eight blocks are selected out of 22 blocks. As is evident from Table No. 1, there are 798 schools where the scheme of IEDC is going on, 66 schools have been selected under the present study. The total number of disabled children in Mizoram is 14041. All these children are being benefited under the IEDC scheme. Out of which 7295 are boys and 6746 are girls. 490 children including boys & girls have been covered in the study. 6820 teachers have been sensitized for the special education inputs to address the needs of special need children in the classroom out of which 120 teachers have been interviewed on the questionnaires developed for the study to know the impact of integrated education on the education of children with different disabilities. 62 teachers have been trained to meet the individual needs of children in the classroom situation. Out of which 24 have been taken for the in depth study. These teachers have been trained in RIE, Bhubneshwar for one year for Multi Category Teacher Training programme. 46 resource centres have been established in 22 blocks covered under IEDC scheme. Out of which 18 have been selected under the study. As Mizoram is hilly terrain & resource centres are located at very far off places. Itinerant teacher model cannot be successful over there. There is a need to train more teachers as resource teachers so that they can take the independent charge of the resource centres established for different types of children with

disabilities. In addition, **490** children and parents have also been interviewed for the in-depth study of IEDC. This can be viewed in the following Table No.1.

Table No. 1

IEDC at a Glance in Mizoram State

S. No	Detailed Information about various aspects of IEDC in Mizoram	Coverage Under IEDC	Selection of Sample for the present Study
1	Total No. of districts	8	8
2	Total No. of Blocks	22	8
3	Total No. of Resource centers	46	18
4	Total No. of Schools	798	66
5	Total No. of Schools utilizing Resource center Facilities	798	66
6	Total No. of Resource Teachers	62	24
7	Total No. of General Teachers	-	40
8	Total No. of Oriented Teachers	6820	120
9	Total No. of Disabled children	14041	490
10	Total No. of children benefited under IEDC	14041	490
11	Total No. of Boys benefited	7295	257
12	Total No. of Girls benefited	6746	233
13	Total No. of Parents interviewed for study	14041	490

Location of Schools in Mizoram:

As has been indicated earlier that there are **66** schools, which have been covered under the study, out of which **41** are located in rural area and **25** in urban. It shows that **62%** schools are rural schools and **38%** are urban. This can be viewed in the following Table No.2

Table 2**Location of Schools in Mizoram**

S.No.	Resource Centres/ General Schools	Rural	Urban
1	66	41	25
	%	62	38

Management and type of schools:

Out of 66, 62 (94%) schools are Government Co-Educational schools Two schools are managed by local body these also are co-educational schools 2 schools are private aided schools. These are girls schools. It indicates that 97% schools are co-educational and 3% schools are girls schools. This can be viewed from Table No.3 & 4.

Table No. 3**Management of School**

Schools	Management of School									
	Government			Local Body				Private Aided		
	Boys	Girls	Co_Edu.	Boys	Girls	Co_Edu.	Boys	Girls	Co_Edu.	Total
66	0	0	62	0	0	2	0	2	0	66
%	0	0	94	0	0	3	0	3	0	100

Table No. 4

No. of School	Type of School		
	Boys	Girls	Co-educating
66	0	2	64
%	0	3	97

Classes taught in different schools:

As has been mentioned that out of 46 resource centres 18 resource centres have been selected under the present study. Out of this 72% schools having resource centres have Class I to IV. 6% each schools are running from Classes I to VI, I to VII, VIII to X, VII to X and V to VI. It indicates that majority of resource centres are located in the schools having primary schools in it. This goes with the policy statement that resource centres should be located in the primary schools so that the children as soon as they enter the formal education system should be identified for their disability and benefited so that the disability is arrested there itself and should get the treatment at the earliest, as soon as it is detected. This can be viewed in Table No.5.

Table No. 5

Classes taught in different schools in Mizoram

S.No.	Schools having Resource Centres	Classes Taught	%
1	13	I-IV	72
2	1	I-VI	6
3	1	I-VII	6
4	1	VIII-X	6
5	1	VII-X	6
6	1	V-VI	6
Total	18		100

Medium of Instruction:

All the 66 schools located in Mizoram have "Mizo" as the medium of instruction. This can be seen in the Table No.6

Table No. 6
Medium of Instructions

Number of Schools	Medium of Instruction
66	Mizo

Familiarity with the concept of IEDC:

As has been discussed earlier that **24** resource teachers, **120** oriented teachers and **40** general teachers have been covered under the study. **100%** of the resource teachers, oriented teachers and general teachers are familiar with the concept of IEDC. It shows that Mizoram state has generated awareness about integrated education among all the teachers of general education system. All the general teachers have been sensitized for the concept of IEDC. **6820** teachers have been given orientation training about the education of the special needs children and **24** teachers have been prepared to work as resource teachers after giving them one academic year's teacher training in Multi Category. The training was organized at RIE, Bhubaneswar. This can be seen from the Table No.7.

Table No. 7
Familiarity with the Concept of IEDC

S.No.	No. of Teachers	Familiarity with the Concept of IEDC	
		Yes	No
1	Resource Teachers – 24	24	0
	%	100	0
2	Oriented Teachers –120	120	0
	%	100	0
3	General Teachers –40	40	0
	%	100	0
	Total	184	0
	%	100	0

Academic and Professional Qualifications of Teachers

Out of 24 resource teachers 50% are 10+2 and 50% of them are graduate. Out of these 24 teachers, 33% are professionally qualified as teacher i.e. their professional qualification is B Ed. and all of them are MCTTP i.e. they are trained in one year multi category teacher training programme. Out of 120 teachers oriented in the education of special need children, 81 are graduate, 36 are 10+2 and 3 teachers are post-graduate. These teachers are also professionally qualified to teach general classes. 15 of them are B.Ed and 2 are M.Ed. 85 of them have undergone for one week training and 24 for 6 weeks. 8 & 3 teachers have gone through 2 week and 3 months training. General teachers who were 40 in number, 22 are graduate and 18 are 10+2. Respectively out of which only 12 teachers are B.Ed, qualified to teach general classes This can be viewed in Table No. 8

Table No. 8

Academic and Professional Qualifications of Teachers

S.No	No. of Teachers	Types of Teachers	Academic Qualification			Professional Qualification			Professional Training in Special Education				
			10+2	Grad.	P.Grad.	C.T.	B.Ed.	M.Ed.	1 Week	2 Week	6 Week	3 Month	1 Year MCTTP
1	24	Resource Teacher	12	12	0		8	0	0	0	0	0	24
%			50	50	0	0	33	0	0	0	0	0	100
2	120	Oriented Teacher	36	81	3	0	15	2	85	8	24	3	0
%			30	68	3	0	13	2	71	7	20	3	0
3	40	General Teacher	18	22	0	0	12	0	0	0	0	0	0
%			45	55	0	0	30	0	0	0	0	0	0

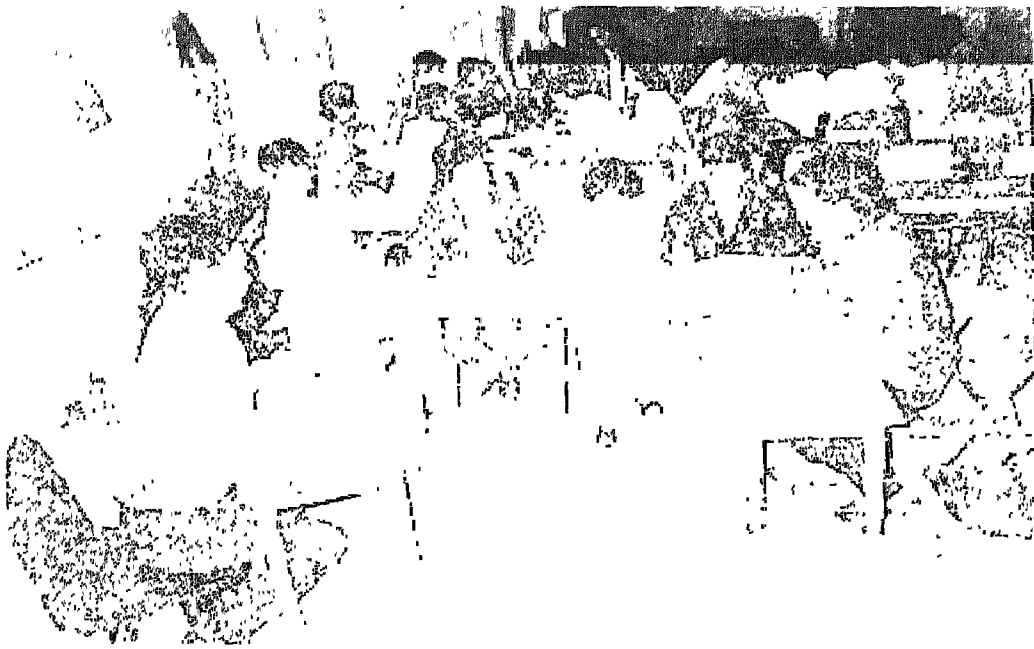
These teachers also undergo in-service training in integrated education when they are in job. This can be viewed in the following photographs.



Teachers Undergoing Training in Integrated Education



Teachers Undergoing Training in Integrated Education



Teachers Undergoing Training in Integrated Education

Pupil Teacher Ratio for Children with Disabilities in different Resource Centres:

If we look at table No 9 we find that at S.N 8 is Selling, there is one resource teacher who is looking after 44 children with different disabilities. This (44:1) is the highest pupil teacher ratio in any resource centre in Mizoram. Next to this comes the resource centre at S.N 6 at Saitual where one resource teacher catering to the needs of 20 children with different disabilities. Next come Siphr at S.N 9 where there are 37 children having different type of disabilities and two teachers are there to take care of them i.e. pupil teacher ratio is (19:1) which exists in this particular resource centre. At Khawzawl block i.e. at S.N 4 the pupil teacher ratio is 16:1. At Durtalang at S.N. 3, 1 teacher is to take care of 15 child with different disabilities. Over all there is 14.1 pupil teacher ratio in Mizoram, which is quite good as compared to other states.

Table No. 9**Pupil Teacher Ratio for Children with Disabilities in different Resource Centres in Mizoram**

S.No.	Name of the town	Number of Resource Teachers	No. of Children with Disabilities	Teach. Pupil Ratio
1	Champhai	5	72	14
2	Durlawn	1	7	7
3	Durtalang	1	15	15
4	Khawzawl	3	48	16
5	Kolasib	1	12	12
6	Saitual	1	20	20
7	Samtlang	1	13	13
8	Selling	1	44	44
9	Siphir	2	37	19
10	Tlanagnuam	8	72	9
Total		24	340	14

Getting Additional Salary on Time

62% of the teachers informed that they are getting the additional salary of a resource teacher while 38% teachers have reported that they are not getting the additional salary. 10 teachers i.e. 42% are getting additional salary in time. This can be seen in the Table No.10.

Table No. 10**Getting Additional Salary on Time**

No. of Resource Teachers	Getting Additional Salary		Getting Additional Salary on Time	
	Yes	No	Yes	No
24	15	9	10	14
%	62	38	42	58

Resource Centre Facility Availed by Children

In Mizoram the resource centres are located in different blocks so that children going to different schools may be able to avail the facilities of resource centre to learn in a better way. 29% of the teachers have reported that children attend the resource centre thrice a month. 15% of the teachers reported that children attend resource centre four times a month. 13% of the teachers each have reported that they attend the resource centres once or twice a month. As a matter of fact children will avail of the facilities of a resource centre depending upon their educational needs. In the beginning they may require to attend the resource centre very frequently for their learning but as they grow old and master different skills they may need to go to the resource centre less frequently. Moreover, children with orthopedic problems may not require to attend the resource centre at all. As Mizoram is a hilly area, it is resource teacher who is going to the children in their schools wherever they are studying and teaching them with the help of resource materials. It is teacher who is mobile & not the children.

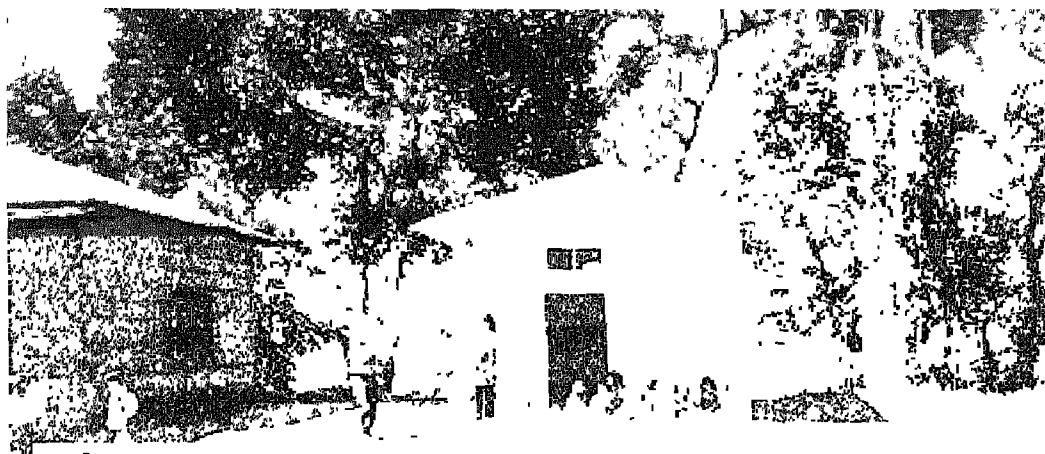
Table No. 11

Resource Centre Facility Availaid by Children

S.No.	As Reported by Teachers	No. of Times in a Month				No Response	Total
		Once	Twice	Thrice	4 Times		
1	Resource Teacher – 24	2	3	5	10	4	24
2	Oriented Teacher –120	13	15	42	10	40	120
3	General Teacher – 40	8	5	7	8	12	40
Total		23	23	54	28	56	184
%		13	13	29	15	30	100

Children utilizing resource center facility may be seen in the following photographs





Suggestions for the Improvement of Resource Centres:

A number of suggestions have emerged for the improvement of resource centres in Mizoram.

33% of the teachers are of the opinion that more teaching aids and appropriate instructional materials should be provided to all the resource centres.

17% each of the teachers reported that funds should be given to schools for repairing and maintenance of resource room and separate furniture grant should be provided for resource room

11% each of the teachers were of the opinion that there should be a separate resource centre for each IEDC School. The same percentage of the teachers stated that the resource room should be well equipped Teachers also were of the opinion that quarterly refresher courses for resource teachers be organized. If quarterly refresher courses are not possible then at least once a year orientation

course may be organized for resource teachers. This can be viewed from the following Table No.12

Table No. 12

Suggestions for the improvement of Resource Centre

S.No	Suggestions for the Improvement of Resource Centre	No. of Teachers Responded	%age
1	More Teaching aids and appropriate instructional materials should be provided to all the resource centres.	6	33
2	Funds should be given to schools for repair and maintenance of Resource room.	3	17
3	Separate Furniture grants should be given for Resource room.	3	17
4	There should be a resource centre for each of the IEDC school	2	11
5	The resource room should be better established and well equipped	2	11
6	Organize quarterly or yearly refresher courses for Resource Teachers	2	11

Number of Children with Different Disabilities Assessed Class-Wise in Different Resource Centres during 2000-2001:

1801 children have been assessed by Multi Disciplinary Team having different types of disabilities. Out of which 913 are boys and 888 are girls. If we further analyze the table we find that the highest number of children are having MR. The number goes to 568 out of which 295 are girls and 273 are boys. Next to this comes speech and hearing impaired children who are 354 in number, out of which 200 are boys and 154 are girls. 304 children are having Neurology and Orthopedic handicap out of which 155 are boys and 149 are girls. 294 children are having visual handicap out of which 161 are girls and 133 are boys. 102 children are having learning disabilities out of which 54 are boys and 48 are girls. 179 children having multiple handicaps i.e. children having more than one handicap out of which 98 are boys and 81 are girls. Though, over all boys are having more disabilities as compared to girls (913:888), but if we look at the table disability wise we find that more girls are having visual handicap and mentally retardation as compared to boys. For example, children having visual handicap 161 are girls and 133 are boys. Children having mental retardation are 568 out of which 295 are girls, 273 are boys. This can be viewed in Table No.13.

Table No. 13

Number of Children with Different Disabilities assessed Class-wise in different Resource Centres during 2000-2001

S. No	Class	VH			S&HI			MR			OH			LD			MH			Total		Total
		B	G	Total	B	G	Total	B	G	Total	B	G	Total	B	G	Total	B	G	Total	B	G	
1	I	7	11	18	21	16	37	55	63	118	21	25	46	10	8	18	15	10	25	129	133	262
2	II	10	13	23	19	17	36	60	58	118	15	15	30	8	7	15	20	8	28	132	118	250
3	III	14	18	32	27	20	47	48	54	102	12	12	24	12	11	23	15	5	20	128	120	248
4	IV	12	16	28	23	18	41	50	50	100	14	13	27	8	8	16	8	7	15	115	112	227
5	V	16	17	33	30	16	46	30	35	65	24	12	36	7	4	11	10	12	22	117	96	213
6	VI	11	15	26	27	15	42	18	20	38	12	10	22	9	10	19	9	11	20	86	81	167
7	VII	15	17	32	18	20	38	12	15	27	12	20	32	0	0	0	5	7	12	62	79	141
8	VIII	16	18	34	14	14	28	0	0	0	16	14	30	0	0	0	4	6	10	50	52	102
9	IX	17	19	36	12	10	22	0	0	0	18	15	33	0	0	0	7	8	15	54	52	106
10	X	15	17	32	9	8	17	0	0	0	11	13	24	0	0	0	5	7	12	40	45	85
Total		133	161	294	200	154	354	273	295	568	155	149	304	54	48	102	98	81	179	913	888	1801

Children with different disabilities are being assessed by multi-disciplinary team in different camps. This may be seen in the following photographs.







Number of Children with Disabilities Gender wise Studying in Different Class during 2000-2001:

Out of the total number of **1801** children with different types of disabilities **913** are boys and **888** are girls studying in different classes from I to X. The maximum number of children are in Class-I who are **262** in number out of which **133** are girls and **129** are boys. Next comes **250** children in Class-II out of which **132** are boys and **118** are girls. Next to this comes **248** children studying in Class-III out of which **128** are boys and **120** girls. Minimum number of children are found in Class-X who are **85** in number out of which **45** are girls and **40** are boys. This can be viewed from Table No.14

Table No. 14

**Number of Children with Disabilities Gender-wise Studying in
different Classes in Mizoram during 2000-2001**

CLASSES	BOYS	GIRLS	TOTAL
I	129	133	262
II	132	118	250
III	128	120	248
IV	115	112	227
V	117	96	213
VI	86	81	167
VII	62	79	141
VIII	50	52	102
IX	54	52	106
X	40	45	85
TOTAL	913	888	1801

Instructional Material useful even for other Non-Disabled Children

The instructional material developed and prepared for children with disabilities is found useful even for non-disabled children. As we see from Table No 15 that 98% of the teachers found the instructional material useful even for non-disabled children. If we analyze the table further we find that out 24 resource teachers 23 were of the opinion that the instruction material developed for disabled children is found useful for non-disabled children. Out of 120 oriented teachers, 119 teachers were found this material useful for non-disabled children. Even the general teachers (95%) were of the opinion that the instructional material developed for children with disabilities is useful for children.

Table No.15**Instructional Materials useful even for other Non-disabled Children**

S.No.	Responses by Teachers	Instructional materials useful even for non-disabled Children	
		Yes	No
1	Resource Teachers - 24	23	1
	%	100	0
2	Oriented Teachers - 120	119	1
	%	98	2
3	General Teachers - 40	38	2
	%	95	5
Total	184	180	4
	%	98	2

Improvement in attendance of Children with Special Needs with the Introduction of IEDC

100% of the resource teachers were of the opinion that the introduction of IEDC scheme has show the improvement in attendance of children with disabilities. Similar is the opinion of the teachers who have been sensitized in the education for special needs children. Even the general teachers expressed the same way, as it can be seen from Table No 16. All the 120 oriented teachers and 40 General teachers were of the opinion that there is certainly improvement in attendance of children with special needs with the introduction of IEDC scheme in the schools.

Table No.16**Improvement in attendance of Children with Special Needs**

S.No.	Responses by Teachers	Improvement in Attendance	
		Yes	No
1	Resource Teachers – 24	24	0
	%	100	0
2	Oriented Teachers - 120	120	0
	%	100	0
3	General Teachers - 40	40	0
	%	100	0
Total	184	184	0
	%	100	0

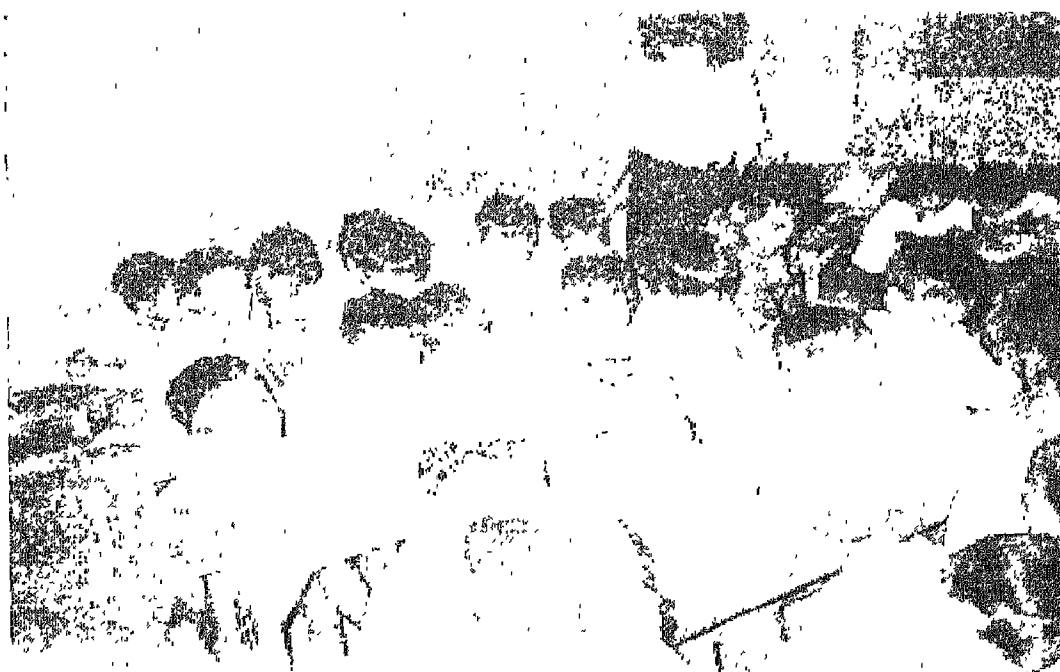
Progress of Children with Disabilities

With the introduction of the IEDC scheme the children with disabilities have progress academically. As it can be seen in Table No.17 that all the 24 resource teachers were of the opinion that children have progress in the school after the introduction of the IEDC scheme. The teachers who have been sensitized for the education of special needs children they also were of the same opinion (115/120). Not only this general teachers 36 out of 40 were of the opinion that children did progress after IEDC was introduced. Over all 95% of the teachers find children progressing for their study after the introduction of IEDC scheme. This may be viewed from Table No. 17

Table No. 17

Progress of children with disabilities after the introduction of IEDC

S.No.	Teachers	Children are able to Progress	
		Yes	No
1	Resource Teachers - 24	24	0
	%	100	0
2	Oriented Teachers - 120	115	5
	%	96	4
3	General Teachers - 40	36	4
	%	90	10
Total	184	175	9
	%	95	5



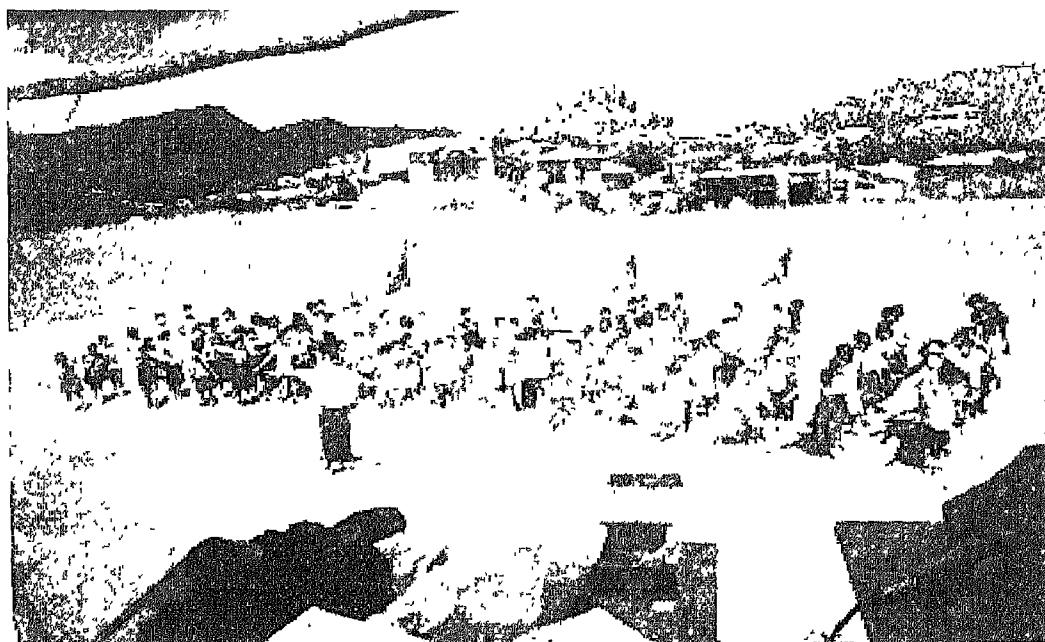
Participation in Curricular and Co-curricular Activities by children with Special Needs:

All the 24 resource teachers are of the opinion that children with disabilities are participating in curricular and co-curricular activities 116 and 118 teachers respectively out of 120 oriented teachers are of the opinion that they are participating in different curricular & co-curricular activities organized by the school. 38 & 39 general teachers out of 40 are also of the same opinion. Over all 97 & 98% of the teachers were of the opinion that children with disabilities are participating in various curricular and co-curricular activities of the school after the introduction of IEDC scheme That means they have become more independent, confident and are more open to participate in the school activities. The teachers explained that they can do now what the other children can do. They can participate equally in various curricular and co-curricular activities like other children Therefore, after the introduction of IEDC scheme the teachers find that children participate in better way in different activities organized by school. This can be seen in Table No.18

Table No. 18

Participation in Curricular and Co-curricular Activities by Children with Special Needs

S.No.	Teachers	Curricular Activities		Co-curricular Activities	
		Yes	No	Yes	No
1	Resource Teachers – 24	24	0	24	0
	%	100	0	100	0
2	Oriented Teachers - 120	116	4	118	2
	%	97	3	98	2
3	General Teachers - 40	39	1	38	2
	%	98	3	95	5
Total	184	179	5	180	4
	%	97	3	98	2



Children participating in co-curricular activities.

Borrowing Teaching Aids from Resource Centres:

92% of the teachers were of the opinion that general teachers borrow teaching aids from the resource centres for better learning of non-disabled children. This shows that the resource centres in Mizoram are so well equipped that the general teachers borrow teaching aids from the resource centre for the non-disabled children for their better learning. This can be seen from Table No. 19. 23 resource teachers out of 24, 115 oriented teachers out of 120 and 31 general teachers out of 40 were of the opinion that they have to borrow teaching aids from the resource centres for the better learning of non-disabled children in the classroom. Overall 92% of the teachers used to borrow teaching aids from the resource rooms for non-disabled children.

Table No. 19
Borrowing Teaching Aids from Resource Centre

S.No.	Teachers	Borrow Teaching Aids	
		Yes	No
1	Resource Teachers – 24	23	1
	%	96	4
2	Oriented Teachers – 120	115	5
	%	96	4
3	General Teachers – 40	31	9
	%	78	23
Total	184	169	15
	%	92	8

Development of positive attitude towards children with different disabilities

100% of the resource teachers were of the opinion that with the introduction of IEDC scheme the attitude of teachers is changed for the special needs children, the general teachers as well as the oriented teachers also agree with this statement. As 116 teachers out of 120 oriented teachers (97%) and 36 general teachers out of 40 (90%) agree with the statement that with the introduction of IEDC scheme they have positive attitude for children with different disabilities. Only 4% of the teachers do not agree with this statement. There may be a number of reasons for the same. May be they have not seen children participating in different activities of the school or they have not seen the academic growth of the children or they have not noticed their better achievement in different academic and non-academic activities of the school This can be viewed from Table No.20

Table No. 20**Development of Positive Attitude towards Children with Different Disabilities**

S.No.	Teachers	Development of Positive Attitude	
		Yes	No
1	Resource Teachers - 24	24	0
	%	100	0
2	Oriented Teachers - 120	116	4
	%	97	3
3	General Teachers - 40	36	4
	%	90	10
Total	184	176	8
	%	96	4

Development of Positive Attitude among Non-Disabled Children

The introduction of IEDC scheme has developed positive attitude for children with disabilities even among non-disabled children. All the **24** resource teachers agree with the statement. **39** out of **120 (33%)** and **20** out of **40 (50%)** general teachers also agree with this. Over all **45%** of the teachers agree with the statement. This can be viewed in the Table No.2

Table No. 21**Development of Positive Attitude among Non-Disabled Children**

S.No.	Teachers	Development of Positive Attitude	
		Yes	No
1	Resource Teachers - 24	24	0
	%	100	0
2	Oriented Teachers - 120	39	81
	%	33	68
3	General Teachers - 40	20	20
	%	50	50
Total	184	83	101
	%	45	55

Improvement in Personal/Social and Academic Skills

All the **24** resource teachers and **40** general teachers agree with the statement that IEDC has helped in improving the personal, Social and academic skills of children with different disabilities. **118** oriented teachers out of **120** also agree with this statement. The IEDC scheme is providing support of special teacher. A lot of teaching learning materials is also being provided for children. Resource rooms for children with different disabilities are being established for them. All the support has led to the improvement in the personal/social and academic skills of children with different disabilities. This can be viewed from Table No 22

Table No. 22**Improvement in Personal/ Social and Academic Skills**

S.No.	Teachers	Helped Children to Improve their			
		Academic Skills		Persona/Social Skills	
		Yes	No	Yes	No
1	Resource Teachers – 24	24	0	24	0
	%	100	0	100	0
2	Oriented Teachers – 120	118	2	118	2
	%	98	2	98	2
3	General Teachers – 40	40	0	39	1
	%	100	0	98	3
Total	184	182	2	181	3
	%	99	1	98	2

Presence of Children with Disabilities Making the General Teacher a Better Teacher

It is true that the presence of children with different disabilities in general schools have made the general teacher a better teacher. In integrated schools the teachers need to adopt a lot many special teaching strategies to teach these children. They need to use a lot of teaching learning materials and have to use a lot of teaching aids and teaching learning material to teach children with different disabilities. They have to adopt different ways and techniques to make them understand various concepts in a simpler way in simple language. Using all these techniques has made them a better teacher. In the process of finding ways & means to make the children understand different concepts, the teacher becomes a better teacher. This is the opinion of overall 92% of teachers. This can be viewed in Table No. 23

Table No. 23**Presence of Children with Special Needs made the General Teacher a better Teacher**

S.No.	Teachers	Special Children have made a Teacher a better Teacher	
		Yes	No
1	Resource Teachers - 24	24	0
	%	100	0
2	Oriented Teachers - 120	113	7
	%	94	6
3	General Teachers - 40	33	7
	%	83	18
Total	184	170	14
	%	92	8

Improved Self-Esteem of Children with Special Needs

The teachers feel that the introduction of IEDC scheme has improved the self-esteem of children with different disabilities. Children with different disabilities participated in curricular and co-curricular activities of the school. There is a special teacher to make them understand different concepts by which the children feel better in all respects. This helps to improve their self-esteem. The children feel themselves an important part of the school system. They feel that they are one of them. They may be disabled but with the support of teachers and their peers they can come at par with others. This is how their self-esteem is improved. This can be viewed in Table No. 24. All the resource teachers, 114 oriented teachers out of 120 and 35 general teachers out of 40 have responded positively for this statement.

Table No. 24**Improved Self-esteem of Children with Special Need**

S.No.	Teachers	Improved Self-esteem of Children	
		Yes	No
1	Resource Teachers - 24	24	0
	%	100	0
2	Oriented Teachers - 120	114	6
	%	95	5
3	General Teachers - 40	35	5
	%	88	13
Total	184	173	11
	%	94	6

Reduced Drop-out Rate of Children with different Disabilities and other children

The introduction of IEDC scheme has reduced the drop out rate not only for children with different disabilities but also for non-disabled children. This response is of all the **24** resource teachers, **114** oriented teachers out of **120** and **38** general teachers out of **40** selected under the study. Over all **96%** of the teachers believed that this has reduced the drop out rate of children with different disabilities. It is possible due to the fact that children feel more interested to come to school as they find the schools more joyful place for them that lot of teaching learning materials, toys, games are there in the schools and support of special teacher is also there in the school. Children and teachers having positive attitude are there in the schools. Playing with them and encouraging them to learn better. All this has contributed towards reducing the drop out rate not only for children with disabilities but also non-disabled children. This can be viewed from Table No.25

Table No. 25**Reduced dropout rate of Children with Different Disabilities and other Children**

S.No.	Teachers	Reduced dropout rate of Children with Special Needs & other Children	
		Yes	No
1	Resource Teachers - 24	24	0
	%	100	0
2	Oriented Teachers - 120	114	6
	%	95	5
3	General Teachers - 40	38	2
	%	95	5
Total	184	176	8
	%	96	4

Achieving the target of Education for All

The introduction of IEDC scheme has helped in achieving the targets of "Education for All." As it can be viewed from the Table No 26 that all the resource teachers, oriented teachers as well as general teachers are of the opinion that it helps in achieving the targets of Education for All. Unless the major chunk of population of children with different disabilities is not brought into the fold of general education system we cannot achieve the targets of Education for All. Since introduction of IEDC scheme has helped in bringing the children to general schools, we are able to achieve the target of "Education for All." This has come true in other states also. The states under study are Mizoram, Maharashtra, Rajasthan, U P , Delhi and Orissa. All with one voice agree with the statement that Integrated Education has helped in achieving the targets of "Education for All." This can be viewed in Table No.26

Table No. 26**Achieving the Targets of Education For All**

S.No.	Teachers	Achieving the Targets of Education For All	
		Yes	No
1	Resource Teachers - 24	24	0
	%	100	0
2	Oriented Teachers - 120	120	0
	%	100	0
3	General Teachers - 40	40	0
	%	100	0
Total	184	184	0
	%	100	0

Suggestions for the successful implementation of IEDC Scheme

Teachers in Mizoram have given different suggestions for successful implementation of IEDC scheme. 45% of the teachers are of the opinion that the scheme can implement more successfully if more teaching aids and other instructional material is provided to all the schools and the resource rooms are well equipped. 43% of the teachers believe that allowances for uniform, books, aids and equipments etc. should be raised as the cost of living has gone very high. These rates were permissible in 1992. With the passage of 10 years the cost of living has gone very high. Therefore, grant should be raised so that children can buy books, uniforms etc for attending the school. Most of the teachers have suggested that actual cost should have been given for the same. 35% of the teachers suggested that there should be a resource room in all the schools. This suggestion has come from Mizoram as it is hilly area. Schools are scattered and located at very far of places. The children from one school can not go to the school located at the top of hill in Mizoram to attend the resource room. Therefore, they have suggested that in the hilly terrain like Mizoram it

will be easier for children if the resource rooms are located in every school. This suggestion seems to be more reasonable and logical when the one school is not connected with the other school by Pakka Road.

21%

21% of the teachers expressed that parents should be involved in the implementation of IEDC scheme to run the programme more successfully. If the parents are not involved it is very difficult to achieve the success. This seems to be true to some extent, for example, in case of hearing-impaired children, the communication skills which are taught to the child in the resource room have to be practiced at home with the parents or siblings or with elders in the family. Unless that is done the child cannot learn. Similarly in case of mentally retarded child when daily living skills are taught there is a need to practice these skills at home so that the child can master these skills. Therefore the parent's involvement is must for the education of children with disabilities.

Teacher's re-orientation is also one of the important components for successful implementation of IEDC as has been mentioned by the same percentage of teachers. Short-term orientation programmes/refresher courses should be organized for teachers so that their knowledge and skills can be updated.

Teachers were of the opinion that for the successful implementation of IEDC scheme funds should be given to schools for repair and maintenance of resource rooms. They also suggested that more vocational training is required for children with disabilities. Particularly in village there is no facility for the repair & maintenance of aids & equipments nor there is any provision for the same. If funds are available in the scheme some provision may be made for the repair & maintenance of aids & equipments so that children can use them at the earliest possible moment.

Teachers also suggested that recruitment of more resource teachers is required in Mizoram as the resource rooms are located at very far of places and it is not possible for the resource teacher to move from one school to other school to work as itinerant teacher. Therefore, it is suggested that more resource teachers should be recruited the state for the successful implementation of IEDC.

Table No. 27**Suggestions for Successful Implementation of IEDC Scheme**

S.No.	Suggestions for successful implementation of IEDC	No. of Responses	%age
1	More teaching aids and other instructional materials should be provided to all schools. Resource room should be well equipped.	25	45
2	Allowances (uniform and books etc) should be raised. Actual cost should be given	24	43
3	Funds should be given to schools for repair and maintenance of resource room.	5	9
4	Need new resource centre building	3	5
5	Training of parent should be conduct.	12	21
6	More vocational training is needed for the disabled	5	9
7	There should be a resource room in all schools	20	35
8	Mizoram has shortage of resource teachers. So recruitment of more resource teachers are essential	5	9
9	To conduct integrated Education programme in every school.	2	4
10	Make separate classroom for disabled children. So that the R Teacher can provide special attention to the handicapped child.	2	4
11	Allowances should be given to resource teachers without fail.	2	4
12	There should be a resource teacher in each of the integrated school	2	4
13	Refresher courses/orientation programmes be conducted for general teachers	12	21

ANNEXURE

QUESTIONNAIRE FOR TEACHERS TO STUDY THE IMPACT OF INTEGRATED EDUCATION FOR DISABLED CHILDREN (IEDC)

Janak Verma
Debendra Nath Dash



DEPARTMENT OF EDUCATION OF GROUPS WITH SPECIAL NEEDS
NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING

QUESTIONNAIRE FOR TEACHERS TO STUDY THE IMPACT OF INTEGRATED
EDUCATION FOR DISABLED CHILDREN (IEDC)

1 State/UT _____

2. District _____

3. Block/Tehsil _____

4 City/Village/Town _____

Name of the School _____

Postal Address _____

Name and Designation of the Teacher

Qualification

(Write the highest qualification, give No. in the box)

(a) Academic:

- 10 +2 or equivalent (1)
- graduate or equivalent (2)
- Post graduate (3)
- M Phil (4)
- Ph.D (5)
- Any other (6)

(b) Professional.

- C T /LT/BT/B Ed or equivalent (1)
- M Ed. (2)

(c) Professional qualification in Special Education:

(1) Diploma in Special Edu

VH (1)

S&HI (2)

MR (3)

OH (4)

LD (5)

Multiple (6)

(1) B Ed. in Special Edu. (1)

M:Ed in Special Edu (2)

(d) Professional Training in Special Education:

1 week training (1)

2 weeks training (2)

6 weeks training (3)

3 months training (4)

6 months training (5)

1 year multi-category training (6)

1 year single disability training (7)

Degree course in single Disability (8)

(please specify)

(e) Working as a

Headmaster/Headmistress (1)

General Teacher (2)

Resource Teacher (Multicategory) (3)

Resource Teacher (Single Disability) (4)

1. Area in which School is located:

Rural (1)

☐

Urban (2)

2. Management of School.

Government (1)

Local Body (2)

Private aided (3)

☐

Private unaided (4)

3. If Government, the school is managed by

State Government (1)

☐

Central Government (2)

4. Type of school

Boys (1)

Girls (2)

Co-educational (3)

☐

5. Classes Taught

From class _____ to class _____

6. Medium of Instruction _____

7. Are you familiar with the concept of
Integrated Education for Disabled Children?

Yes (1)

No (2)

☐

8. No. of Integrated School in village/city/town _____

9. No. of special School in your village/city/town _____

10. Since when are you working in this school _____

11. Since when IEDC Scheme was implemented in your School _____

12. No of Trained Teachers in special education in your school.

Name of Teacher	Type of Training	Duration of Training	Place of Training

13 As a resource teacher, are you getting additional salary? Yes (1) No (2)

14 Is the additional salary received in time? Yes (1) No (2)

15 What is the pupil teacher ratio for children with special needs in your school ?

16 Does your school have a resource centre ? Yes (1) No (2)

17 Who is looking after the resource centre?

18 How many schools are covered by this resource centre ?

19 Enlist children attending the resource centre in the session 1998-99.

[illegible]

VH = Visually Handicapped
S&HI = Speech and Hearing Impairment
MR = Mentally Retarded
OH = Orthopaedically Handicapped
LD = Learning Disabled
MH = Multiple Handicapped
B = Boys
G = Girls

20. How many times in a month the children avail the resource centre facilities.

Once	(1)
Twice	(2)
Thrice	(3)
Four times	(4)

14

21. Give suggestions for the improvement of resource centre.

22 In the absence of resource centre how do you manage the children with special needs?

23 Enlist the number of non-disabled children in your school in the block years mentioned in the table?

Years	No. of Non-disabled Children		
	Boys	Girls	Total
1975-79			
1980-84			
1985-89			
1990-94			
1995-99			
Total			

- 24 Enlist the total number of disabled children identified and assessed in your school since IEDC scheme is implementing (Please ensure children identified in the previous years should not be added in the next year)

[illegible]

5 Enlist the children with special need identified in your school during the academic year 1998-99

[illegible]

26 Enlist children with special need assessed in your school during the academic year 1998-99

[illegible]

27 Enlist the total number of out-of-school children with special need identified and assessed by your school since IEDC scheme is implementing *(Please ensure children identified in the previous years should not be added in the next year)*

[illegible]

28. Enlist the out-of-school children with special need identified in your school during the academic year 1998-99

[illegible]

29. Enlist the out-of-school children with special need assessed in your school during the academic year 1998-99.

[illegible]

30. Enlist the total number of disabled children sent for integration directly in your school during the period 1994-99. (Please ensure children sent for integration directly in your school in the previous years should not be added in the next year)

[illegible]

31. Enlist the total number of disabled children referred to the resource teacher for preparation for integration directly in your school during the period 1994-99 (Please ensure children referred to resource teachers in the previous years should not be added in the next year)

[illegible]

32. Enlist the number of children prepared in different skills.

[illegible]

33 What instructional materials have been procured/developed for children with special need?

Children with special need	Material procured	Material developed
VH		
S&HI		
MR		
OH		
LD		
MH		

34. Do you think that these instructional materials are useful even for the other children?

Yes (1)

No (2)

35 Do you think that integrated education has helped the children with special need to attend regular school?

Yes (1)

No (2)

36 Do you think that integrated education has improved the attendance of the children with special need in the school?

Yes (1)

No (2)

37. Do you think that due to the introduction of integrated education programme the children with special need are able to progress?

Yes (1)

No (2)

38	Whether integrated education has helped the children with special need to participate in different curricular activities of the school ?	Yes (1)	No (2)	<input type="text"/>
39	Whether integrated education has helped the children with special need to participate in co-curricular activities as per their capabilities?	Yes (1)	No (2)	<input type="text"/>
40	Whether the general teachers borrow teaching aids from resource centre to use in the classroom?	Yes (1)	No (1)	<input type="text"/>
41.	Whether integrated education has helped general teachers in developing positive attitude towards children with special need ?	Yes (1)	No (2)	<input type="text"/>
42	Whether integrated education has helped other children in developing positive attitude towards children with special need ?	Yes (1)	No (2)	<input type="text"/>
43.	Whether integrated education has helped children with special need to improve their personal/social skills?	Yes (1)	No (2)	<input type="text"/>
44	Whether integrated education has helped children with special need to improve their academic skills?	Yes (1)	No (2)	<input type="text"/>
45	Whether presence of children with special need has made the general teacher a better teacher?	Yes (1)	No (2)	<input type="text"/>
46	Whether integrated education has improved the self-esteem of children with special need?	Yes (1)	No (2)	<input type="text"/>
47	Do you think that integrated education has reduced the drop-out rate of children with special need and other children?	Yes (1)	No (2)	<input type="text"/>
48.	Do you think that integrated education has helped the other children to improve their academic as well as non-academic skills?	Yes (1)	No (2)	<input type="text"/>
49	Do you think that integrated education will help in achieving the targets of Education For All in the country?	Yes (1)	No (2)	<input type="text"/>